

Sharp, Simone Child Minding

Kilmarnock

Type of inspection:
Unannounced

Completed on:
4 February 2026

Service provided by:
Simone Sharp

Service provider number:
SP2006962318

Service no:
CS2006139027

About the service

Simone Sharp provides her childminding service from her family home in a residential area of Kilmarnock, East Ayrshire. The home has easy access to local parks and amenities. There is a designated playroom for children, however, they also have access to all areas within the ground floor of the home and the secure rear garden. Mrs Sharp may look after a maximum of six children aged up to 12 years of age of whom no more than three may not be attending primary school and of whom no more than one may be under one year of age at any time.

Mrs Sharp had issued a range of written information to families using her service. This included the aims of her service. In particular, her aims and values included "to ensure that children were well cared for, loved, safe and in partnership with parents will work together to create an ethos of love and respect."

About the inspection

This was an unannounced inspection which took place on Tuesday 3 February 2026 between 09:30 and 11:30am. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we spoke with two children using the service.

We included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke/spent time with two children using the service
- received two completed questionnaires
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced strong relationships with the childminder who demonstrated a warm, kind and compassionate approach.
- Children were encouraged and supported to learn and explore the wider world through accessing a range of play opportunities in and outwith the community.
- The childminder worked in partnership with parents and had effective communication.
- The childminder's home was welcoming, clean, comfortable, and well-ventilated with plenty of natural light.
- Children were happy, settled and received warm, nurturing care from the childminder

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

Quality Indicator: leadership and management of staff and resources

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Children experienced high-quality childcare based on the childminder's vision, values and aims of the service. These included providing a safe, nurturing and inclusive environment where every child feels secure, valued and confident to learn through play. By building positive and trusting relationships with children, they felt included at all times. The childminder shared her vision and aims with parents when their child started in the service. As a result, parents could see the ethos of the service was to provide high quality childcare and learning. Parents told us, 'Prior to sending my child into Simone's care I had a full tour of the area of the property that my child would have access to, I am often invited in at the end of the day for handover.'

The service welcomed families warmly into the service and we encouraged the childminder to review the vision, values and aims to help maintain high standards and ensure children and families had a meaningful voice in service development.

Parents' and children's views were central to the development of the service. The childminder maintained regular communication at drop off and collection times and through the service's WhatsApp group. The childminder valued everyone's input, using their feedback to guide improvements and support the best outcomes for children and families.

Through the evidence sampled we could see children were listened to and their ideas and interests were used to influence activities and outings. This helped children feel respected and sent the message their voices mattered. Quality checks helped the childminder keep standards high. Play-based learning was central to planning and supported children's progress.

The childminder took part in professional discussions, with some local childminders, that she had made very good relationships with. Changes to practice were based on trusted guidance and helped all children succeed and achieve.

The childminder had begun to use the self-evaluation framework A Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding (Care Inspectorate, 2025) to review her service. The childminder showed strong commitment to improvement by creating planting and growing opportunities in her garden, supporting children's play, learning, and understanding of nature. Plans included involving children and parents in choosing planting areas to strengthen participation and shared decision-making. These hands-on experiences would build children's curiosity, responsibility, and appreciation for nature, supporting their wellbeing, early science learning, and environmental awareness.

Children play and learn 5 - Very Good

Quality Indicator: Play, learning and developing

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

During inspection, the children confidently selected toys that interested them and moved around the playroom freely, choosing experiences that suited their needs and preferences. The childminder offered consistent praise, warmth and encouragement which supported children to feel secure and confident while developing their social skills. The childminders effective modelling of language and literacy further strengthened children's communication development.

Children's language, literacy and numeracy skills had improved through a wide range of play based experiences. The childminder had worked closely with families to help them understand how these activities supported their children's learning, which strengthened trust and contributed to very good outcomes for children's wellbeing. Parents told us "My child and Simone have a beautiful bond and it is clear to see with how they are with each other. My child is always happy on pickup and I have noticed my child doing actions or attempting words that I have not taught her, to me this shows how much time Simone invests in the children in her care."

Children were highly engaged in imaginative play with cars, small world figures, farm animals, and a Peppa Pig playhouse. These experiences fostered creativity, curiosity, problem solving skills, and emotional wellbeing. Parents told us, "My child has time and space to explore, which helped them grow in confidence, creativity, and independence."

The childminder's home had been well organised to provide children with space to move freely indoors and outdoors. Toys and resources were easily accessible and carefully matched to children's ages and stages of development. As a result, children developed a broad range of knowledge, understanding, and skills for life. This promoted choice, independence, and very good outcomes in their play and learning.

The childminder planned daily experiences outdoors which included connections with the local community and other childminders. From the evidence documented in children's personal plans, development rainbow records and what's app we can see the children were participating in a wide range of activities both indoors and outdoors. For example, trips to the local park, outings with local childminders and minded children, along with visits to the soft play and the beach. As a result, children were developing links within their community, creating friendships with others and had lots of opportunities for fresh air and physical play.

Moving forward, we encouraged the childminder to continue documenting and recording observations and assessments, in a format for each individual child, using their artwork, their voice and meaningful photographs. This would support planning for children's progress and achievements and help her reflect children's ideas, curiosities, aspirations, and meaningful next steps in learning.'

Children are supported to achieve **5 - Very Good**

Quality Indicator: Nurturing care and support

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

We found children were very well supported and the childminder was able to describe and tell us about their individual likes, dislikes, achievements and progress. This showed us the childminder knew the children very well. Through conversations and evidence provided we could see children's routines, needs and personalities were used to promote an environment where children felt safe, loved and secure. We also found the childminder considered each child's routine and needs and provided consistency and a

predictable pace of the day for children. As a result, children were settled and familiar with daily routine in the service.

The childminder had up to date first aid training and had implemented effective risk assessments to ensure the environment remained safe for all children. Medication and accident forms had been completed as required, following appropriate procedures. Very good infection prevention practices had also been in place, which supported children's health, safety, and overall wellbeing.

The childminder provided a tailored settling in and transition period for children and parents. There were opportunities for parents to stay and play along with their child, while they settled and this gave the childminder the opportunity to build up a relationship with the child and their parents. Settle sessions enabled the childminder the opportunity to gather vital information to support each child which was recorded in the child's care plan. This prior knowledge supported the childminder to have key information of children's likes, dislikes, allergies, routines and family life. Parents told us. "Simone always keeps in contact with all things that relates to my child. My child and I are always welcomed and feel valued by Simone."

We found care plans in place for the children. These held relevant information to support the childminder to provide care, play and learning that supported children's overall health, welfare and safety needs. The format used considered best practice guidelines and was linked to the Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (SHANARRI) framework and used the wellbeing indicators to support in assessing and planning for children's overall wellbeing.

Children were supported to sleep at times that met their individual needs or as requested by parents. Lunchtime and snack time were calm, positive experiences where the childminder chatted with children about healthy eating while ensuring they were safe as they ate together. These nurturing routines strengthened children's emotional security and contributed to their safety, wellbeing, and very good outcomes in their overall development.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The childminder should contact the local authority to complete the registration process for 'Registered Childminders in Domestic Premises Operating as a Food Business'. This will ensure that the childminder is complying with legislation and give assurance to parents that food is stored and prepared safely.

National Care Standards Early Education and Childcare up to the Age of 16, Standard 2, A Safe Environment and Standard 14, A Well Managed Service.

This area for improvement was made on 27 April 2017.

Action taken since then

This has been Met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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